

Student Q&A: Accommodations Experiences/Fieldwork

- Below is a written submission from an alumni who had accommodations during their fieldwork experiences. This alumni chose to be anonymous, so no names are mentioned below. This is an example of a student who had lifting restrictions/accommodations in two different Level II fieldwork settings. Her accommodations were met successfully in both settings. See her answers below for further details.

1. What type of settings did you complete your Level II fieldwork experiences in? What type of accommodations did you have during your fieldwork experiences?

I completed my Level II fieldwork in an outpatient ortho/neuro-rehab setting, as well as in a school setting. I had a lifting restriction (i.e. may not be asked or required to lift 50 lbs. or more) in both these settings.

2. Were the settings you were at able to successfully support your accommodations during your Level II fieldwork experiences? If not, please explain. If so, please explain how your settings were able to meet and support your accommodations to provide a successful fieldwork experience?

Both settings were able to successfully support my accommodations during my Level II fieldwork. I provided my accessibility letter during my pre-placement visit and answered any questions my supervisors had. Furthermore, I explained what I am able to do and what instances my accommodations would come into place (i.e. transfers or lifting a student from the floor). During my outpatient experience, my supervisors allowed me to do stand-by assist, contact guard, and minimal assist transfers and mobility with clients that were within my lifting guidelines. I was able to complete transfers and functional mobility tasks by providing guidance for initiation, balance, and/or stability. My supervisors made sure if I needed support they were close-by and were considerate when choosing which clients would be added to my caseload. Fortunately, I was able to work with a variety of patients even with the lifting accommodations I had in place. Both settings were very accommodating and whenever it came to transfers that were not within my lifting guidelines, my supervisors would step in without question; this not only made things more smooth, but they made me feel like I was not burdening them in any way.

3. Did your accommodations affect performance outcomes in any areas on the FWPE, or were you able to meet all criteria on the FWPE while adhering to your

accommodations? Was there a modified way that any areas on the FWPE had to be met? If so, what did you and the fieldwork educators do for such areas?

I was able to meet all criteria on the FWPE while adhering to my accommodations. Thankfully, both settings did not have demanding lifting requirements, so it didn't affect performance outcomes in any areas

4. Was there any differences between how the two different fieldwork settings helped to support your accommodations? If so, please give us some examples of the varying ways both you and your fieldwork educators helped to adhere to your accommodations.

During both experiences, my supervisors were cautious about the clients being added to my caseload to ensure I was maximizing my learning experience. Although I was not able to lift more than 50 lbs., I was still able to do stand-by assist, contact guard, and minimal assist transfers and mobility with clients that were within my lifting guidelines. I was questioned on appropriate techniques (i.e. steps of transfers, proper body mechanics, positioning), during my fieldwork experiences; and this allowed me to share my knowledge of these strategies and apply them in real life.